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ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social studies, ccntemporary East Asian civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The central part of the guide is divided into 11 subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, four appendixes contain curriculum materials and a list of related books. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists attitudes, understandings, and skills students should have by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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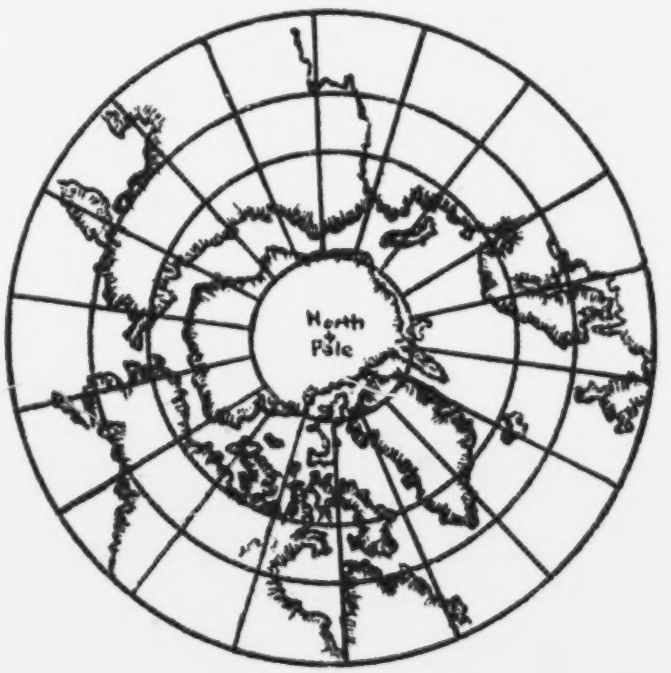
CONTEMPORARY EAST ASIAN CIVILIZATION RESOURCE UNIT II GRADE 8



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP00 7078

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RESOURCE UNIT II
CONTEMPORARY EAST ASIAN CIVILIZATION

SUGGESTED TIME: 12-14 WEEKS

I. INTRODUCTION

Unit II uses the interdisciplinary approach to study East Asian Civilization. Contemporary East Asian Civilization in its totality comprises China, Formosa, Japan, and Korea with many offshoots in other areas. Since the civilization originated about 2000 B. C. in the Yellow River region and remains rooted in China, the focal point of this unit will be China Proper. The final section will show the interrelatedness of Japan and Korea with China past and present.

All six of the social science disciplines have been drawn upon to give the pupil a complete view while using history as the focus.

The primary purpose of this unit is to help pupils become aware of contemporary times. Students need to realize that each person is an integral part of the world and that a degree of interaction is necessary, vital, and normal. Each civilization has unique and common threads that are a means of distinguishing it from others. For example, one such thread in China has been the effect of humanistic philosophy and the dominant role of the family. By observing these underlying bonds the pupil will gain a better insight into a civilization and its effect on his own daily existence.

II. A I M S

1. To develop further understanding of the concept of a civilization.

2. To develop further understanding of the aims and scope of the year's study.

3. To develop a greater understanding of the nature and role of the six social science disciplines as they apply to a study of East Asian civilization.

4. To acquire an understanding of East Asian civilization; its origin, nature, and interrelatedness with other contemporary civilizations.

5. To develop an understanding of the role of the individual in East Asian civilization.

6. To gain an insight into the central role of the family unit.

7. To distinguish threads, both unique and common, basic to East Asian civilization.

8. To examine some illustrations of interaction among civilizations as well as intra-action within East Asian civilization.

III. G E N E R A L I Z A T I O N S

1. The major generalizations about a civilization are all appropriate for this unit. (See Curriculum Guide)

2. East Asian civilization is compounded of more than 850,000,000 persons.

3. From its origins in the Yellow River Basin, East Asian civilization spread in many directions.

4. The role of the family and the influence of humanistic philosophy are essential features of East Asian civilization.

5. Historically, East Asian civilization is noted for its isolation from the other major civilizations.

6. In the 20th century, East Asian civilization has been in continuous contact with the other great civilizations, and has demonstrated dynamic adaptive qualities.

VOCABULARY

Ainu

barley

Gautama Buddha

Buddhism

bureaucracy

civil service

co-existence

commune

communism

Confucianism

Confucius

empire

feudalism

five year plan

Kaoliang

Kuomintang

latitude

longitude

Mandate of Heaven

millet

Nationalists

philosophy

republic

shogunate

socialism

Son of Heaven

Soybeans

strategic

Taoism

DEVELOPMENT OF UNIT

A. INTRODUCTION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the location of East Asian civilization?	Open with a class discussion to determine the extent of general knowledge about East Asia. Utilize such questions as Where is East Asia? What countries does it include? What are its boundaries? Locate with the class Communist China, Japan, Korea, and Nationalist China on the island of Formosa. Tell the students that historically China has played a major role in the development of East Asian culture and civilization. Class discussion-What is the relationship between climate and location? From analyzing its location, what type of climate do you believe will be found in East Asia? Compare the area in sq. miles that East Asia covers with the area of the United States, U.S.S.R., and Western Europe.	Wall map Atlas Van Nostrand: World Geograph and You pp. 13-17; 23- MacMillan: Wide World. Chapter 3 Encyclopedia Library books Almanac Filmstrips SS-E-11-e Usin the Right Maps SS-H-25-e Lati tude and Longi tude. SS-H-25-f Lati tude and Longi tude, Time Zones and Clim at Allyn & Bacon: Readings in World History pp. 663-667 Allyn & Bacon: Global History pp. 98; 592; 595-601 Allyn & Bacon: China. pp. 14; 17-23 Fideler: China pp. 117-130 Fideler: Asia pp. 175-185 Macmillan: Wide World. pp.383-384
What kind of civilization was traditional East Asia? Modern East Asia?	Point out that some civilizations emphasize order and stability while others emphasize diversity and change. Also contrast China with Japan & Korea on this point. Note that this is a difficult question for students to answer.	
What is the importance of the Chinese in the world today? a. What are communist China's major resources? b. What are her major industries?	Two groups of students should be selected to research and report on questions A and B. Resources What are the mineral, fuel and power, and forest resources of China? Where are most of these resources concentrated? What degree of each resource is utilized in trade and industry? How does China compare in the variety and degree of her resources with Korea and Japan?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Industries What are the major industries of China: What contribution does each make to the economy? What is the importance of each? What percentage of the population is employed in industry? How does this figure compare with the U.S. and the U.S.S.R.? After the reports have been given the class should discuss the connection between industry and resources. Maps might be prepared showing the location of major resources and industries. Discuss the relationship between transportation routes (highways, railroads, airports) and the location of industry. Have a group prepare a report on the creation of communes telling what they are and how they have affected agricultural output. Discuss also the social changes which have resulted from creation of the communes. A student might prepare an informal report on the goals & accomplishments of the first and second five year plans utilizing graphs & charts to illustrate progress made in industry. Discuss the purposes of each program.	Van Nostrand: World Geography and You. pp. 404-411 Encyclopidias Library Books (on specific section) Scholastic: Two Chinas. pp. 103-105 Allyn & Bacon: China pp. 48-52; 53-58 Allyn & Bacon: Global History pp. 631-635; 626-631 Fideler: China pp. 109-116 Scholastic: Two Chinas. pp. 101-104 Ginn: China pp. 109-116 Scott Foresman: China pp. 33-42 Allyn & Bacon: Readings in World History pp. 722-733
What is the strategic importance of China?	As a dominant force in East Asia, mainland China is a Communist showcase. If communism can spread through out Asia, China will probably become the nucleus around which the other countries revolve. However, it is most likely that each country will eventually develop its own brand of communism just as have the countries of Eastern Europe.	Wall Map Classroom Atlas Scholastic: Two Chinas. pp. 139-144 Film-"Children of China" C 16 with class discussion

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group could prepare a panel discussion on the strategic importance of China geographically and historically.	
What are the chief trends in Communist China today?	After the groups and individuals have presented their reports this question could be used as the focus of a discussion to culminate the section. Among the trends to be identified are: 1. Development of industry 2. Socialization of industry 3. Chinese shift of trade from the Soviet Bloc to the West (Sino-Soviet Tension) 4. Emergence of China as a major force in international affairs 5. Treatment of agriculture Each student should select the trend he believes is most important and then be prepared to defend his choice to the class.	Ginn: China pp. 106-112 Laidlaw: Chinese Dilemma. pp. 41-42 Allyn & Bacon: Global History pp. 624-625 Allyn & Bacon: China pp. 46-47 Filmstrips SS-A-42 Asia-New World's Powder Keg SS-C-42-d Industry and Communication SS-C-43 China and Impact of Communism
	B. TIME SEQUENCE	
What is the length of Chinese civilization?	Several students should prepare a time line showing major events in Chinese civilization from 2000 B.C. to the present. Compare the length of Chinese civilization with Western civilization or with United States history.	Scholastic: Two Chinas. pp.33-81 Rand McNally: Far Eastern Society pp. 7-31, 35-37 Ginn: China pp. 12-19, 28-37
What are some major points of crisis?	The class could be divided into groups to report on the major dynasties and important developments in China to the present time. Each group should make a time line to show the sequence of major events of the period. Simple comparative time lines could be made of India, The Middle East, or the West to show what was happening in other parts of the world at the same time.	Allyn & Bacon: Global History pp. 593-601; 605 Allyn & Bacon: China pp. 15-23; 27
What are some major developments?	If some students prefer to work individually or in pairs, special reports could be assigned on such topics as: Shang Oracle Bones, Chou Feudalism, The Great Wall,	Allyn & Bacon: Readings in World History. pp. 683-685; 693; 749-752 Scott Foresman: Beyond the Americas pp. 299-309

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Tang poets, development and use of the compass, Mongols, Kublai Khan, Marco Polo, Ming vases, Manchus, Tai Ping Rebellion, Sun Yat-Sen. Several students should report on the changing area of Chinese influence through the years. A series of maps should be prepared to show the area controlled by each of the dynasties. Have a panel discussion on the functioning of dynastic government in China. How does it compare with the system used in China today or with the system used in the United States? One large time line should be prepared for the bulletin board and kept in sight for duration of the unit. Also the children should have copies of time lines in their notebooks. Place the following in their proper place on the time line: • oracle bones • feudalism • Great Wall • development of paper, porcelain, printing, paper money • Tang poets • gunpowder • use of compass • Kublai Khan • Marco Polo • Portuguese at Macao • Treaty of Nerchinsk • Invasion of Tibet • Tai Ping Rebellion • Sun Yat-sen	Filmstrips SS-C-52-a China Past and Present SS-R-19-f Rise of Chinese Civilization

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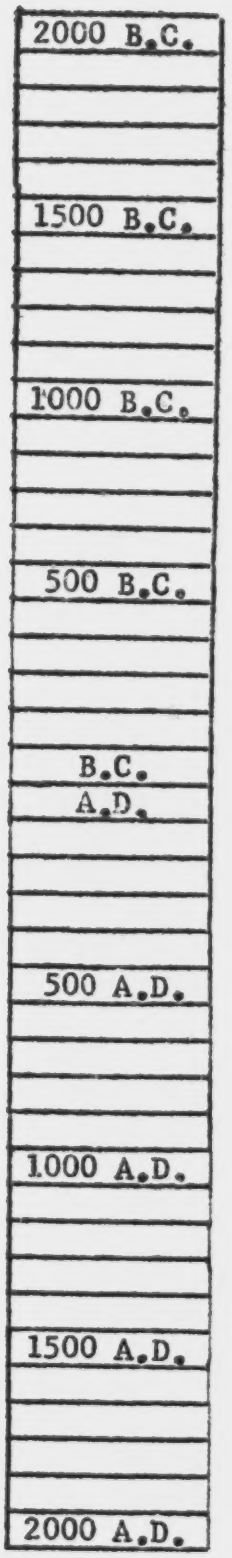
T I M E L I N E



HSIA DYNASTY - MYTHICAL FIRST DYNASTY

1524-1027 Shang Dynasty - China emerged from Bronze Age

1017- 256 Chou Dynasty - Feudal Period, Beginning of Taoism and Confucianism

221- 207 Ch'in Dynasty - Centralized imperialism

207 BC - 220 AD Han Dynasty - First great empire

221- 589 Six Dynasties (Tsin, Wei)

589- 618 Sui Dynasty

618- 906 T'ang Dynasty - Printing, paper money, and evolution of Civil Service

960-1279 S'ung Dynasty - Gunpowder and compass used. Naval development and influence in Southeast Asia. Height of landscape art.

1260-1368 Yuan Dynasty - Mongols rule. External contacts and heightened xenophobia.

1368-1644 Ming Dynasty - Chinese reach Africa. Violent anti-foreign feeling

1644-1912 Ch'ing Dynasty - Manchus conquer China

1912 - Nationalist China

1949 - Communist China

C. LAND BASE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Where is East Asia	Make a map of East Asia showing the location of Communist China, Formosa, Japan, and Korea. Show on this map that East Asia faces the United States, India, U.S.S.R, and Southeast Asia. Discuss the implications of China's location strategically. Class discussion of what is meant by the term physical features - land forms, climate, rivers and bodies of water, natural resources, lay of the land, relief, and soil fertility.	Wall map Atlas Library books Filmstrips SS-L-15-a Hong Kong SS-L-19-a Hong Kong and Macao
What are some important geographic features of China? A. What are her landforms?	Maps should be prepared to show the major landforms of Communist China. Identify and locate the major mountains, deserts, plateaus, steppe lands, and rivers. Using a population distribution map from one of the texts or atlases talk about the way in which physical features have influenced the choice of where people will live in China. Prepare a panel discussion of the way in which the Himalaya Mountains have isolated China from the rest of the world. What effect has isolation had on China? Pictures could be collected of the mountainous areas of China and displayed on the bulletin boards. Talk about the ways people might make a living in such areas.	Macmillan: Wide World pp. 378-380 Scott Foresman: Beyond the Americas pp. 284-292; 294-295 Van Nostrand: World Geography and You. pp. 384-390 Ginn: Asia Chapter 2 Scholastic: Two Chinas pp. 13-17 Ginn: China pp. 1-7 Laidlaw: Chinese Dilemma pp. 6-9 Fideler: China pp. 12-39; 137-139 Allyn & Bacon: Readings in World History. pp. 658-660 Allyn & Bacon: Global History pp. 586-590 Allyn & Bacon: China pp. 8-12 Encyclopedia Atlas

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
B. What are the major rivers? What role have they played in China's development?	The major river systems are the Yellow River (Huang Ho), Yangtze River, and Rivers of Canton Delta. Three groups could each take one river system and work on history, location, source, mouth, and effect of each. Charts and graphs could be made showing length, depth, and width of each river system. From these charts and graphs the students should be able to determine how useful these rivers are for transportation and communication.	(Materials listed above.)
C. What are the climatic regions of China?	Maps should be made to show the climatic regions of China. Once again this map should be compared with population distribution maps to illustrate the influence climate has on man. A panel discussion might be prepared on climate and its relationship to the Chinese way of life and the development of China. Using a rainfall map of China a student should give an informal report on the amount of rainfall Communist China receives and the implications this has for agriculture.	
What effect has the land base had on the development of China?	Class discussion of this as a culminating activity. Bulletin Board display of pictures, maps, graphs, reports. As a group activity - Large maps (for bulletin boards) showing landforms, rivers, climatic areas and rainfall distribution.	

D. PEOPLE AND WAYS OF LIVING

QUESTIONS	SUGGESTED ACTIVITES	MATERIALS
What is the population of Communist China?	Determine the population of Communist China; of Formosa. Make a pie chart showing the per centage of the world's population which is Chinese. Hold a debate -Resolved that human beings may be considered a natural resource. Make a map showing population density and distribution. Which areas of Communist China are most densely populated? What is the occupation of most of the people of these areas? How does China compare to other countries of the world in the density of it's population? What problems may result from great density of population? (Discuss particularly health problems.) Have a student determine the meaning of the phrase life expectancy and describe how it is determined. Find the life expectancy of the average Chinese. How does the figure compare with other countries of Asia? Europe? What implications does life expectancy have on: Net population growth level of available consumer goods problems of urban growth A report should be given on health conditions in China and any steps taken by the Communist government to improve these conditions. Discuss common diseases caused by poor diet or poor sanitary conditions. If possible give information on the number of doctors and hospitals available to the Chinese. Have a class discussion about the part chance plays in life. For instance what type of life might one expect if he is born into a wealthy Chinese family as opposed to a peasant family? It should be brought out, of course, that man can often alter such expectations.	Atlas Almanac Laidlaw: Chinese Dilemma. pp. 9-10 Fidelen: China pp. 92-93 Life: China p.11 Scott Foresman: China pp. 8-10 Scott Foresman: Beyond the Americas pp. 293-294 Filmstrips SS-L-4-a Living in China and Korea SS-C-52-b China-Life in the Cities SS-C-52-c China-Life in the country

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major cities in China?	List the major cities of China. Prepare a map showing their location. Also determine these populations and list them on a chart. Discuss the locations of these cities. Determine how many of them are coastal or river cities and how many of them are located on major transportation routes. Prepare a report on the current capital of Communist China. Tell about those cities which have been the capital of China in the past. Why were changes made? Compile a list of some of the major cities in the world. How do the cities of Communist China compare in size and number?	Fideler: China pp. 141-154 Ginn: China pp. 20-28 Allyn & Bacon: Eastern Lands pp. 386-387 Ginn: Asia pp. 38; 42-44; 49-50; 53-54 Scott Foresman: Beyond the Americas pp. 296-297 Encyclopedias Life: China pp. 13-16
Who are the people of China?	Have a student prepare a report on the origins of the Chinese peoples. How have they changed in appearance through the years? How have their customs and beliefs been changed and modified? Where are the Major Groups of people located? Prepare a report on the official language of China - Mandarin Chinese. Discuss the Chinese language system and compare this with the alphabet. Report on the new alphabet introduced by the Communists. Discuss the difference between the written and spoken language and the importance of one written language in a country of many dialects.	Fideler: China pp. 83-92; 94-95 Ginn: China pp. 8-11 Scholastic: Two Chinas pp. 21-23 Allyn & Bacon: Global History pp. 590-592 Allyn & Bacon: China. pp. 12-14 Allyn & Bacon: Readings. pp. 661-662 Life; China pp. 14,15
How do the people of China live?	Compile a list or make a chart showing the major means of making a living. (Include % of persons employed where possible) Compare these statistics with those of United States. What conclusions can you draw?	Scott Foresman: China. Chapters 2 and 3 Allyn & Bacon: Eastern Lands pp. 378-382

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have several groups work on reports on the major crops and agricultural products of China - rice, tea, silk, wheat, soy beans, kaoliang, cotton, tung oil. Prepare maps showing where each of these products is raised. Discuss the agricultural methods used to raise these crops. Make charts showing the contribution each crop makes to the economy. A special report could be prepared on various by-products of these crops. How many of these by-products do the Communist Chinese produce? Several groups might investigate the types of classes found in China such as the peasant, scholar, gentry, and merchant. What has been their historic significance? What changes have the communists made? What changes have the communists tried to make? Prepare a special report on government control of agricultural and industrial production. Discuss the advantages and disadvantages of such a plan. What type of industrial production have the communists encouraged? Why? Have the students discuss the reasons that the communists have increased agricultural and industrial production. What are the problems of increased production in agriculture? In industry? Why are there conflicts in programs? Make a map showing the amount of and location of Chinese land that is arable. Also show those areas which are devoted to industrial production. Compare the per centage of arable land with population	Ginn: Asia p. 48 Fideler: China Chapters 8,11,13,14 Rand McNally: Far Eastern Society pp. 49-55 Laidlaw: Chinese Dilemma. pp. 16-20 Scholastic: Two Chinas. pp. 19-20; 26-29 Allyn & Bacon: Readings pp. 708-721 Encyclopedias Library Books Atlas Almanac Filmstrips SS-F-2-a China Film B-207 Bridge to Yinshi (U.S. town similar to Chinese town)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	figures and forecasts of population growth. What conclusions can be drawn? Draw maps showing railroads in Communist China. Identify major industrial areas. Discuss the relationship of the two. Discuss the location of the railroads. What effect does a railroad have as a unifying force? Prepare a special report on Communist education in China. What philosophy is followed? What types of primary and secondard schools are found? Colleges? What percentage of the population is educated? To what degree is education compulsory?	
What are some current problems in East Asia?	Invite a foreign student to speak to the class on this subject. Discuss and collect news articles, pictures, and photographs about Communist and Nationalist China. Have a class discussion on the presence of 2 Chinas. What does this mean in terms of nationalism? What problems does it cause? Students might be assigned to collect articles on China for a class bulletin board. Write a paragraph on the problem which seems most pressing or important to you. Discuss the rift between China and the U.S.S.R. What implications does this have for the Communist movement? for the Western World? Have a panel discussion or debate on whether the United States should recognize the existence of Communist China.	Laidlaw: Chinese Dilemma pp. 53-60 Newspaper

E. INSTITUTIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What basic institutions are found in China?	Class discussion - What are institutions? - Established laws, customs, and beliefs. How do they develop? Why are they necessary? What are some American institutions? Political, religious, economic, and social institutions evolve in all societies and continually undergo change with the passage of time. Why is this true? Does this necessarily imply that a society is unstable? Justify answers.	
What are and have been the governmental institutions of China?	A report has already been presented on Dynastic government in China. Using this information and that provided in the texts trace the development of Chinese government to the present. Be sure to include information on the government of Nationalist China also. Make a time line to show the development of Chinese government. Report on the Chinese Civil Service which was based upon the teachings of Confucius. Follow the report with a discussion of its merits, disadvantages, and its status at the present time. China's government is dominated by the party. It operates on a dual system based on the pattern first developed in the Soviet Union. Stress the fact that the present system in the Soviet Union differs from the original pattern. Why is this true? Make a chart showing the structure of the government and the party. Point out that between the theoretical "structure" and the actual application of communism a wide gulf exists. Also communism is not a static system but is continually changing.	Laidlaw: Chinese Dilemma p. 17 Fideler: China pp. 65-82 Scholastic: Two Chinas pp. 84-98; 125-133 Allyn & Bacon: Global History pp. 602-608; 758-759; 764 Rand McNally: Far Eastern Society pp. 68-85 Allyn & Bacon: Readings: pp. 694-699; 703-707 Ginn: China pp. 38-76 Allyn & Bacon China pp. 24-30 Laidlaw: Chinese Dilemma pp. 33-42 Life: China pp. 123-129; 143-148

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a chart showing the communist countries of the world. On a map show the sphere of Soviet vs. the sphere of Chinese influence. Compare the governments of communist China and Nationalist China. Point out that in operation both governments are really dictatorships. Yet they differ. How? Why? Have special reports given on Chiang Kai-Shek and Mao Tse-tung. Also have a report given on the Kuomintang. Class discussion on the role of government. Why is it necessary? Could our form of govenment be applied elsewhere? Why do different types of government develop in different places? Maps could be made showing China Proper and the 4 outlying areas with streamers from Peking to these areas. If possible reports might be given on Marx, Engels, and Lenin showing how they shaped Communism. From these a class discussion could be held on the differences between Chinese and Soviet communism.	Scott Foresman: Beyond the Americas pp. 309-318; 322-323 Atlas Almanac Encyclopedia Library books Film S.N.D.-V-6-1-1 Communism in Conflict Dragon (China) and the Bear (Russia) S.N.D.-V-8-1-8 Blueprint for World Revolution (Mao Tse-tung) Filmstrips SS-1-19-c Geography of Taiwan SS-L-19-d Rural Life in Taiwan
What are the religious institutions in China? Why are they of relatively minor importance in Communist China today?	A report should be given on the historical development and introduction of Buddhism into China. Another report should be given on Christianity in China and the Missionary movement. Compare Buddhism and Christianity. Make time lines showing development and spread of each religion.	Allyn & Bacon: China pp. 14-15 Scholastic: Two Chinas pp. 43-44; 98-99; 57; 36-39; 149-151; 116-118

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Confucianism has been the major Chinese philosophy. Refer to appendix A for some of the sayings of Confucius. Discuss their meanings with the class or assign each student a statement to interpret. Do we have any comparable American proverbs? Lao-Tse's teachings are the foundations of Taoism. Report on the life and teachings of Lao-Tse. Compare and contrast the basic tenets of Christianity, Buddhism, Confucianism, and Taoism in class discussion. Class discussion on the conflict between Communism and religion. Why has Confucianism posed a real problem for the Communists?	Allyn & Bacon: Global History pp. 592-593; 748m; 98; 105-107. Life: China. pp. 77-83 Scott Foresman: Beyond the Americas pp. 300-301;303-304 Allyn & Bacon: Eastern Lands pp. 370-371 Van Nostrand: World Geography and You. pp. 425-427 Rand McNally: Far Eastern Society pp. 7-8;11-12;16-18; 25-26;31-35;52-53; 77-78 Golden Press: World's Great Religions pp. 35-76 For Teacher Lippincott The Asians pp. 148-177
What has been the importance of the family unit in China? What is it today? Why was the change necessary?	Discuss the relationship between the teachings of Confucius and the traditional position of the family in China. What changes were made by the Communists? Why? Compare the position and composition of the family in pre-Communist China with that in Communist China. In Nationalist China. Discuss the role the communes may have had in the break down of family life in China. Hold a panel discussion to bring out some of the reasons why the traditional Chinese family	Van Nostrand: World Geography and You pp. 427-430 Rand McNally: Far Eastern Society pp. 55,57 Laidlaw: Chinese Dilemma p. 14 Scholastic: Two Chinas pp. 25-26 Fideler: China pp. 43-44; 80 Chapter 9

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	weakened the position of the state. As a culminating activity discuss with the class the ways in which all the institutions and individuals they have studied in this section have contributed to the needs and wants of the people. What ongoing wants have the Communists had to contend with? How? Are they successful? By whose measure?	Allyn & Bacon: Global History pp. 637-651 Allyn & Bacon China p. 59-73 Allyn & Bacon: Readings pp. 734-742 For Teacher Lippincott: Asians pp. 198-207
	F. CREATIVE EXPRESSION	
What contributions have the Chinese made to world culture?	Make a time chart of Chinese cultural achievements. Groups could develop a time chart for each of the major periods. (See appendix D.) Plan a guided tour to the museum at Rhode Island School of Design. Available at the museum are exhibits which will be delivered to you upon request - China Trade, China - 1 (Ceramics and bronzes), China - 2 (paintings), Japan, Oriental. Also available if you pick them up are panels on Marco Polo, scrolls, reproductions, and slides. Make special reports on the introduction and use of such things as paper, the compass, gunpowder, printing, use of paper money, bronze and jade, and Chinese poetry. Have groups report on the artistic development of the various historic periods. What periods were particularly creative?	Rand McNally: Far Eastern Society pp. 44-47; 53 Laidlaw: Chinese Dilemma. pp. 11-12 Allyn & Bacon: Readings pp. 671-682 Scholastic: Two Chinas pp. 40-42 Fideler: China pp. 173-185 Allyn & Bacon: Global History of Man pp. 646-648; 593-600 Life: China pp. 59-76 Holt, Rinehart & Winston: A Graphic Guide to World History selected pages Allyn & Bacon: China pp. 68-70; 15-22

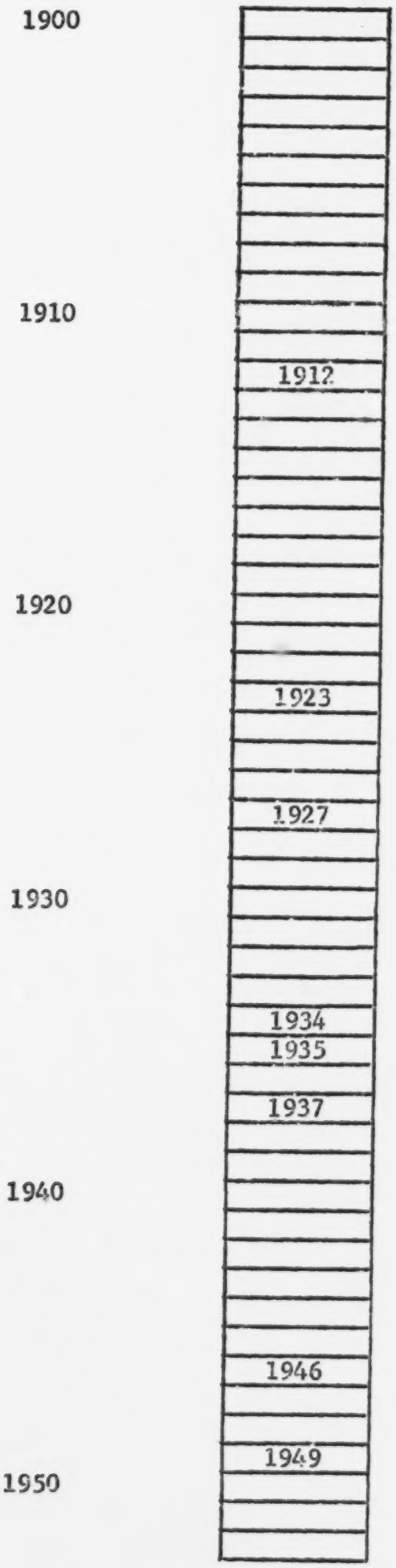
QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Perhaps arrangements could be made with the art department to allow the class to try to imitate the Chinese style of painting. Several students might be assigned to go to the library and obtain books on Chinese art. These could be displayed in class. If students are interested they might make models of the Great Wall of China or examples of Chinese architecture. Class discussion - What influence have the Chinese had on the West?	Film C-224 Chinese Painting Filmstrip A-A-2g Japanese and Chinese Art
How have other parts of the world contributed to Chinese culture?	Class discussion - What influences of the West can be observed in Chinese culture?	
	G. CONTACTS	
What are the major internal contacts of China in contemporary times?	A group might be assigned to report on the rise to power of the Communists in China. The group should also report on the rise of the Nationalists in China. Follow the report with a discussion of the conflict between these two groups and the ultimate victory of the Communists. Prepare a time line to show the events in the rise of the Communists and Nationalists and the conflict between the two. Hold a class discussion on how and why the changes wrought by the Communists were necessary before China could become more aggressive and take an active part in world affairs. A report should be given on recent political problems in Communist China and the attempts or purported attempts made to oust Mao.	Ginn: China pp. 28-55; 93-112 Rand McNally: Far Eastern Society pp. 68-79; 81-86 Scholastic: Two Chinas pp. 64-80 Laidlaw: Chinese Dilemma pp. 29-32; 33-42 Allyn & Bacon: Global History pp.612-617; 619-622 Fideler: China pp. 58-64 Life: China pp. 96-98; 107-113 Allyn & Bacon: China pp. 34-39; 41-44

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion on the possibilities of co-existence between Communist and Nationalist China.	Filmstrips SC-A-14 Atoms for Peace Films S.N.D. V-4-1-3 Atomic Dilemma
What are the major external contacts of China in contemporary times?	China's coastline hasn't been as important in her development as have her rivers. Why is this true? Prepare a special report on some of China's more important ports. Why is each port important to China? Several groups might work on a report on the United Nations in which they compile a list of those Asian countries which belong to the United Nations and what role these countries have played in the operation of the United Nations. Make a bulletin board display of the organization of the United Nations showing those agencies active in East Asia. Class debate on whether or not China should be admitted to the United Nations. A group report might be prepared on China's contacts with the West. Why did the Chinese wish to avoid contact with the West? Prepare a time line to accompany the report. Letters might be written to our senators and congressmen asking for their positions on China's entrance to the United Nations. A group report might be prepared on China's participation in world affairs since its activity in Korea. Make a chart showing the concentration of Chinese in Southeast Asia.	Rand McNally: Far Eastern Society pp. 59-67; 79-80 Scholastic: Two Chinas. pp. 52-55; 57-61;106-134;135-140 Laidlaw: Chinese Dilemma. pp. 24-29; 43-52 Allyn & Bacon: Readings. pp. 686-692; 700-702 Allyn & Bacon: Global History pp.608-612; 617-619;622-625 Fideler: China pp. 53-58; 60 Life: China pp. 91-96; 143-148 American Library: U.N. and How it Works. pp. 190-250 Allyn & Bacon: China. pp. 30-34; 39-41; 44-47 Filmstrips SS-U-2-a,b United Nations Series SS-U-4 United Nations World Peace Organization

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Hold a model meeting of the United Nations general assembly or security council to discuss a problem pertinent to East Asia, such as Communist China asserting her interests in other areas. Discuss the problem of coexistence between the communist and non-communist worlds strictly from the point of view of communist theory, that of world revolution. How does the idea of co-existence compare with communist practice? What effect has contact with China had on the Western World? - Class discussion Have a group report on the Soviet influence on Chinese economy. Make charts showing the imports and exports of China, foreign investment today and in the 19th century, and the amount of Soviet assistance.	Filmstrips SS-U-6-c SS-U-6-d Accomplishments of the United Nations SS-U-14-a-f U.N. Today Series Films S.N.D.-V-5-1-3 1. U.N. in Session S.N.D. V-5-3 2. Focus on India (meets China)
H. PROBLEMS, CONTINUITY, AND THE FUTURE		
What are some problems and policy decisions that China faces today? A. Communist domination. B. Conflict with U.S.S.R. C. Extension of power in Southeast Asia. D. Presence of two Chinas. E. Relation with other countries. F. Lack of food. G. Population growth. H. Industrial development.	With the class identify the major problems and policy decisions confronting China today. Divide the class into groups and have each prepare a panel discussion on a problem or policy to be followed by a question and answer period. Class discussion or debate on what is the most pressing problem from China's point of view. Have each student choose the problems he thinks are most important and give a written explanation of why he feels so. Make a time line showing the sequence of events leading to the presence of two Chinas.	Scholastic: Two Chinas pp. 148-155 Ginn: Focus on China pp. 113-119 Scott Foresman: China pp. 69-79 Laidlaw: Chinese Dilemma pp. 53-59

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some problems the Chinese Communists face in promoting Communism in China? A. Chinese Language. B. Influence of Confucius. C. Strength of family. D. Conflict between family and government. E. Dependence on river system. F. Dominance of agrarian interests. G. Primitive farming methods. H. Civil service employees. I. Anti-Chinese Sentiment - dislike of Chinese business community in South East Asia.	In class discussion suggest possible solutions to these problems. With the class identify these issues. Have a class discussion or debate on each issue. Consider the question: If you were Chinese how would you feel about the changes being made? Consider with the class the implications of Communist success in China; Communist failure in China.	

SEQUENCE LEADING TO 2 CHINAS



I. EXTENDED AREAS OF INFLUENCE - KOREA

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the location of Korea?	Use a wall map to discuss Korea's location in relation to China and Japan. Lead the class to the conclusion that because of Korea's location China particularly, and also Japan, have had a great influence on her development. Draw maps of Korea and her neighbors. Include on the maps the location of major rivers, mountains, and cities. Show the division of Korea into north and south. Find the area and population of Korea. Also determine the population density. Compare with China. Approximately 75% of the Korean people are farmers. Discuss the problems this presents geographically. Discuss the reasons why so many Koreans are farmers. A group report should be prepared on the main agricultural products of Korea. This would include rice, barley, millet, and wheat. Discuss the ways in which these products are raised, the amount of land devoted to raising each, and the part each plays in the diet of a Korean. Make maps showing where these products are raised. Several students should prepare information on the minerals found in Korea. On a map show where these minerals are found. Compare Korea's mineral wealth with China.	Scholastic: Rim of Asia pp. 70-71 Ginn: Asia pp. 55-57 Van Nostrand: World Geography and You pp. 404-405 Rand McNally: Far Eastern Society pp. 87-88 Filmstrips SS-K-3 Korea Land and its People SS-L-19-a Village Life in South Korea SS-L-19-b City Life in South Korea
What have been the major historic events in Korea?	Make a time line showing the periods of Chinese influence, Japanese influence, and division. Compare time lines for China and Korea.	Scholastic: Rim of Asia pp. 72-81 Scott Foresman: Beyond the Americas pp. 278-281

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Draw a map showing the three kingdoms of Ancient Korea. Report on twentieth century Korea. Report on the Korean War. Compare divided Korea with divided Germany. Class discussion on United Nation's decision to send forces to defend South Korea. Have each child write a report on why Korea has always been influenced and controlled by others: - true since the period of the 3 Kingdoms.	Rand McNally: Far Eastern Society pp. 88-109
What have been China's gifts to Korea? A. Protection B. Chinese Language C. Buddhist Religion D. Confucian philosophy E. Educational facilities	With the class identify these. Are they really gifts? In what way may they have been hindrances? Have a class discussion on each. Identify the most important gift and give your reasons for choosing it. Show how the Koreans have refined each one to fit their way of life.	
What are some current problems in Korea? A. Need for union B. Stability in government (South Korea) C. Economic policies for peasant class D. Agrarian reforms E. Foreign trade F. Self-Government	Class discussion.	

J. EXTENDED AREAS OF INFLUENCE - JAPAN

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the location of Japan?	Use a wall map to discuss Japan's location in connection with China and the West. Maps showing the population, rainfall, climate, and physical features of Japan should also be made. Compare these maps to determine how physical features have determined where people will live in Japan. Determine the population density of Japan. How does the figure compare with China and Korea? A group report should be prepared on some of the agricultural products of Japan. Although a great deal of rice is grown it should be noted that rice is of decreasing importance in the Japanese diet. Discuss the reasons for this change in diet. Make a map showing the major rice producing areas of Japan. Make reports on volcanoes, earthquakes, and typhoons. What are they? What have been some important ones in the area? Make a chart showing the five most populous cities of Japan. Show their locations on a map. Class discussion - Does Japan have a metropolitan center? Does this create problems? • Population • Food • Housing • Transportation How have these problems been attacked? Compare with some United States metropolitan centers.	Filmstrips SS-J-4 Japan Today SS-M-18-a Topography of Japan SS-M-18-c Rural Japan SS-M-18-d Agriculture in Japan SS-L-4-b Living in Japan Scott Foresman: Beyond the Americas pp. 254-258;263-265 Scholastic: Rim of Asia pp. 18-22 Benefic: How People Live in Japan pp 7-18 Ginn: Asia pp. 61-64 Rand McNally: Far Eastern Society pp. 111-112 Fideler: Japan pp. 15-30; 115-121; 102-106 Laidlaw: Japan - Ally in Far East pp. 5-10
What has been the history of Japan?	Make a time line of Japanese History. Compare this with the time line of Chinese history and Western Civilization.	Fideler: Japan pp. 32-54; 107-112

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group report should be prepared on the early peoples of Japan telling who they were and how they came to Japan. Include information an Ainu history and customs. Several students should report on the religions of Japan. Discuss the Shinto religion and collect pictures of Shinto shrines. Prepare a graph showing the religious make-up of Japan. Report on the influence of the Chinese on the Japanese and on how Japan has adopted Chinese importations. A group report could be given on the traditional Japanese dictatorship and the shogunate. How did these compare with dynastic government in China? Also include information on the present Japanese government. A group report should be prepared on Japanese contact with the West and on Japanese military endeavors leading up to World War II. Note that while China always shunned contact with the West Japan did not. What reasons can you find for this difference? Class discussion - Why do you think there are two Chinas, a divided Korea, and modern Japan?	Rand McNally: Far Eastern Society pp. 113-126 Benefic: How People Live in Japan pp. 19-24 Scholastic: Rim of Asia pp. 22-51 Laidlaw: Japan-Ally in Far East pp. 12-37 Scott Foresman: Beyond the Americas pp. 271-276
How do the people of Japan make a living?	Group work should be done on the Japanese fishing industry. What types of fish are caught? Where are the major fishing areas? How important is fish in the Japanese diet? A group report should be prepared on the major resources of Japan. Make a map showing their location. Discuss the ways in which each is used. Compare the mineral wealth of China, Korea, and Japan.	Filmstrips SS-C-45 City Life in Japan SS-M-18-e Industries in Japan SS-M-18-f Fishing in Japan SS-M-18-g Transportation in Japan SS-M-18-h Religions in Japan SS-L-15-c Farm Village in Japan SS-L-15-1 Japanese Workshop and Factories

China today?

religion.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A group report should be prepared on Japan's major industries. To what degree does each contribute to the economy? Make a chart of those products which are exported to the United States. On a map show the major industrial areas of Japan. Also show the major rail and highway routes. Prepare a chart showing the percentage of people employed in agriculture, manufacturing, fishing, and shipping. Group work on the forestry industry. What are its by-products? Map or chart showing location of major forest regions in Japan; the world. Class discussion - Why has Japan become so industrialized? What in her history and landform have contributed to this development?	Filmstrips (con't) SS-L-15-d Japanese Fisherman Scholastic: Rim of Asia pp. 52-67 Ginn: Asia pp. 65-76 Scott Foresman: Japan pp. 1-23 Benefic: How People Live in Japan pp. 25-77 Fideler: Japan - pp. 56-99 Laidlaw: Japan - Ally in Far East pp. 38-47 Scott Foresman: Beyond the Americas pp. 259-262; 266-269
What are some of the problems facing Japan? A. Over-population B. Need for raw materials C. Communism in Asia D. Territorial Disputes E. Neighbors - Red China, Two Koreas	With the class identify the major problems facing Japan. Break the class into groups - each one to prepare a panel discussion on a problem to be followed up by a question and answer period. Compare the problems of China,, Japan, and Korea. Class debate or discussion on which problem is the most pressing. Discussion of the future of Japan- economic growth, stable government, place in U.N., place in Asia. Suggest some solutions to problems.	Laidlaw: Japan Ally in the Far East pp. 48-64 Scott Foresman: Japan pp. 25-69 Benefic: How People Live in Japan pp. 78-91

the traditional Chinese family

K. CONCLUSIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why has the major emphasis of this section been on a study of China?	Class discussion of the importance of China in East Asia in the past, present, and future. Show evidence of her influence in Japan and Korea. Using a wall map discuss the importance of her location and size.	
What trends can we identify in East Asia?	Class discussion to arrive at these: 1. Modernization 2. Industrialization 3. Participation in world affairs 4. Showcase of Communism (China) and Democracy (Japan) 5. Center of world interest 6. Population growth	
What similarities can we identify among the countries of East Asia? What differences?	Make charts showing the similarities and differences of these countries in these areas: Topography, Climate, Population, Area, Natural Resources, Industry, Farm Crops, Government, Religion, Social values (aquisitive and materialistic), Importance of Family, History, Problems, Future.	
Why do we speak of an East Asian civilization?	Class discussion - be sure to emphasize the common heritage the countries of this area share. Class discussion - Is there an American civilization? Why or why not? What other civilizations are there in the world? Use a map to show location of these. Class discussion - Why do you think Communism developed in China and not in Japan? Use a wall map to show proximity of China, the agrarian economy it had, and the non-mechanized methods employed. Bring out too, the fact that the Chinese considered all outsiders barbarians, felt their civilization was far superior to any other, and held great respect for their ancestors.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - Why is most of Asia an area in which the Communists have great interest? Class discussion of why China, Japan, and Korea have all developed differently even though they have been subjected to similar influences. Be sure to emphasize the fact that because of the safety provided by water Japan enjoyed the luxury of borrowing selectively without foreign domination accompanying the process. Moreover, because China was already an advanced civilization while Japan had barely emerged from barbarism, when contact between the two began Japan developed a respect for foreign wisdom. The Chinese surrounded by less sophisticated cultures developed a disdain for foreign ways.	

EVALUATION

Evaluation of Resource Unit II should be considered in terms of achievement in the development of attitudes, the proficiency in the use of essential skills, and the acquisition of basic content.

ATTITUDES

1. What is the intrinsic worth of East Asian Civilization?
2. How does the existence of the East Asian Civilization (China, Japan, and Korea) affect our lives?
3. How do our attitudes change as a result of learning about contemporary East Asian Civilization?

CONTENT

1. What has been learned about the East Asian Civilization?
2. What useful knowledge of contemporary East Asia was acquired? Why is it useful?
3. To what extent has the introduction of the interdisciplinary approach aided in the analysis of contemporary East Asian Civilization?

SKILLS

1. What previously learned skills were useful for the study of East Asia?
2. What new skills had to be learned to properly analyze this civilization?
3. What has been learned about how to analyza a civilization?
4. Has the ability to think critically been further developed in each pupil?

SUMMARY OF MATERIALS

AUTHOR	TITLE	PUBLISHER
Armstrong, J.	Chinese Dilemma	Laidlaw
Bell, O.	The Two Chinas	Scholastic Press
Chang, P.	China: Development by Force	Scott Foresman
Coyle, D. C.	The United Nations and How it Works	New American Library
Ewing, E.	Our Widening World/ Far Eastern Society	Rand McNally
Fessler, L.	China	Time, Inc.
Glendining, R.	Asia	Ginn
Hanna, P. et. al	Beyond the Americas	Scott Foresman
Holt, S.	World Geography and You	Van Nostrand
Hunsberg, W.	Japan - Lessons in Enterprise	Scott Foresman
James, P.	Wide World: A Geography	Macmillan Company
Kublin, H.	Rim of Asia	Scholastic Press
Life Editorial Staff	World's Great Religions	Golden Press
Martin, M.	Graphic Guide to World History	Holt, Rinehart & Winston
Peterson, L.	How People Live in Japan	Benefic Press
Pitts, F.	Japan	Fideler
Reed, J.	Eastern Lands	Allyn and Bacon
Scalapino, R.	Japan - Ally in the Far East	Laidlaw
Stavrianos, L.	China: A Culture Region in Perspective	Allyn and Bacon

AUTHOR	TITLE	PUBLISHER
Stavrianos, L.	Readings in World History	Allyn and Bacon
Swisher, E.	Today's World in Focus: China	Ginn and Company
Wiens, H. J.	China	Fideler Company
Wiens, H. J. and M. Hertel	Asia With Focus on China	Fideler Company

APPENDIX
A. CONFUCIUS SAID:

"Great Man is no robot."

"Learning without thought brings ensnarement. Thought without learning totters."

"When strict with oneself one rarely fails."

"It is hard to find a man who will study for three years without thinking of a post in government."

"Study as if you were never to master it; as if in fear of losing it."

"Wisdom has no doubts. Manhood at its best has no concerns. Courage is without fear."

"The gentleman who prefers his own ease is no gentleman."

"Formerly men studied for self-improvement; today men study for the sake of appearances."

"If a man does not give thought to problems which are still distant, he will be worried by them when they come nearer."

"Man can make System great; it isn't System which makes man great."

"Instruction recognizes no castes."

"The only ones who do not change are sages and idiots."

"While your parents live, do not wander far. Let your sojourning be only in specified places."

"Great Man's attitude toward the world is such that he shows no preferences; but he is prejudiced in favor of justice."

APPENDIX
B. GLOSSARY AND PRONUNCIATION SHEET

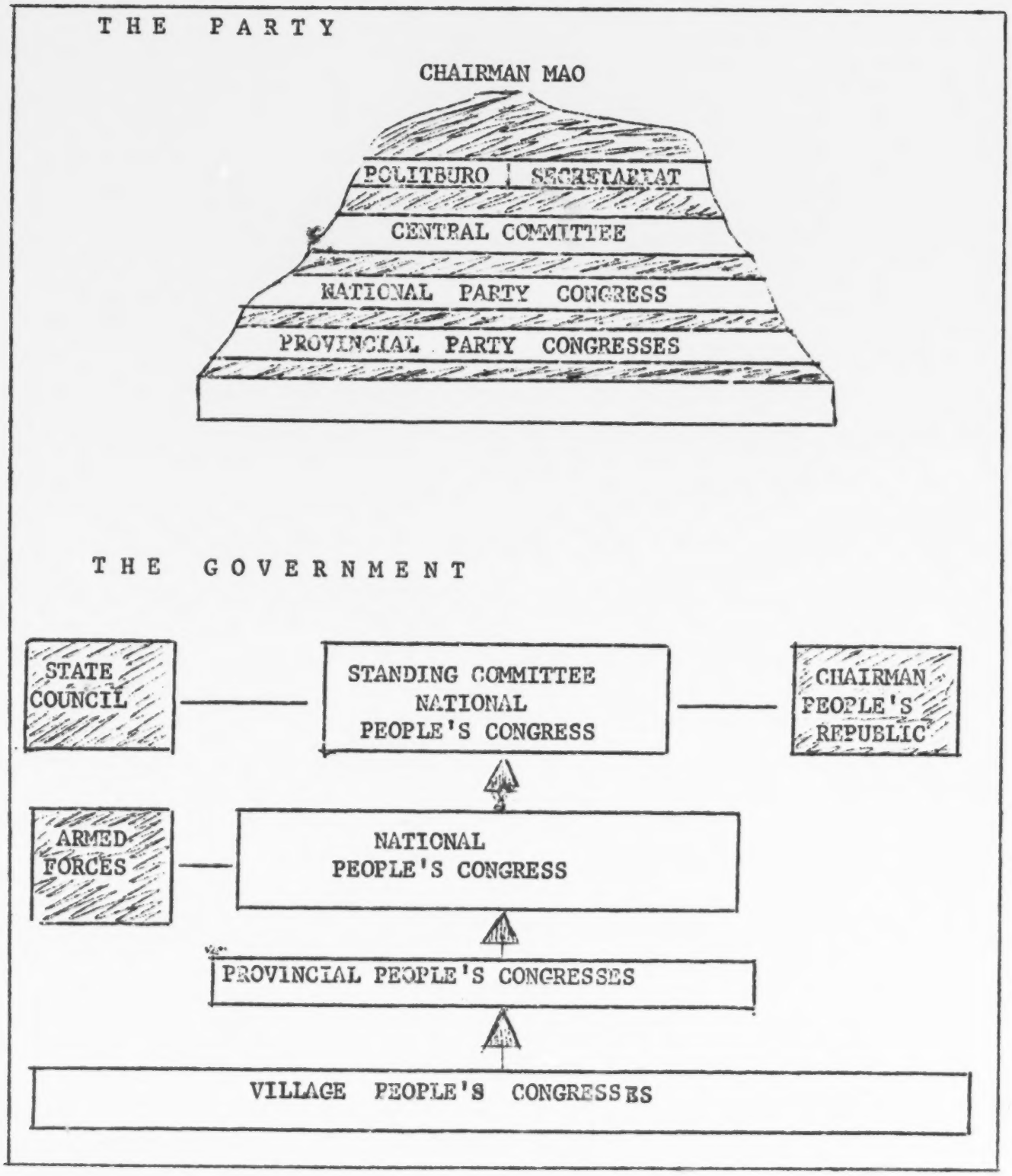
Buddha	Bood-uh	Siddhartha Gautama
Canton	Kan-TAHN	a leading port city
Ch'ing dynasty	chihng	last Chinese dynasty
Chou En-lai	joh-ehn-lie	Premier of Red China
Confucius	Kung Fu-Dze King Fu-Tse	China's most famous philosopher
Delai Lama	dah-lie LAH-mah	religicus leader of Tibet
Gobi	GOH-bee	desert located in both Inner Mongolia and the Mongolian People's Republic
Himalayas	(either-hih-mah-LA-yuhz (or-hih-MAHL-yuhz	highest mountain range in the world
Hsia Dynasty	shee-AH	A very early period in Chinese history
Hwang Ho	hwahng-hoh	Yellow River
Kublai Khan	KOOB-Lie KAHN	Emperor of the Mongol dynasty
Kunlun	Koon-loon	A mountain chain
Kuo-yu	gwoh-yoo	National language
Kuomin Tang	gwoh-mihn-dahng	National People's Party
Mao-Tse-Tung	MAH-oh dzuh-doong	Chairman of the Chinese Communist Party
Mencius	Muhng-dzuh	A Chinese philosopher
Mukden	Mook-den	An important industrial center
Sino-Japanese War	sihn-oh	1894-1895 a dispute over Korea
Soong Family	soong	supported Chiang Kai-Shek
Sun Yat-sen	soon yaht-sehn	The first president of the Chinese Republic
Sung Dynasty	soong	Ruled Southern China - 960 A.D. to 1279 A.D.
Taoism	Dow-ism	A major Chinese religion
Taiping	Tie-pihng	A revolutionary religious movement of the 19th century by Hung Hsiu-Ch'uan

B. GLOSSARY AND PRONUNCIATION SHEET (Con't)

Taiwan	Tie-wahn	The last stronghold of the National Republic of China
Tibet	tie-BEHT	A primitive mountainous region controlled by Red China
Yalo River	yah-loo	Separates Manchuria and Korea
Yenan	yehn-ahn	Refuge of Communists in 1930's

APPENDIX

THE PARTY AND GOVERNMENTAL STRUCTURE OF COMMUNIST CHINA



Stavrianos, Lefton, A Global History of Man (Boston: Allyn and Bacon, 1962), p. 605

APPENDIX
D. CREATIVE EXPRESSIONS OF CHINA

	RELIGION AND EDUCATION	RELIGION AND PHILOSOPHY	PAINTING SCULPTURE & ARCHITECTURE	MUSIC AND THEATER	SCIENCE AND TECHNOLOGY
1. Early Origins 2000-523 B.C.	Shamanism C604				Hsia Calendar C1500
2. Ancient Origins 1523-222 B.C.	Mencius preached Confucian doctrines. Ta Hsueh by Confucius bases of civil service.	Confucius's Five Classics C551-C479 Tao Te-Ching Taoise Classic. Lun Yu compiled the Analects C450-375	Shung & Chou Dynasties. Magnificent bronze & jade pieces. Sculpture found in tombs 500-1 B.C. (2-3)		Chang T'sang completed work on algebra and geometry.
3. Hay Dynasty or Classical 222 B.C. -220 A.D.	Buddhism spread 1-500 A.D. (3-4)	Ssu-ma Ch'ien wrote Historical Memoirs	1-500 A.D. produced many famous painters. Wang Hsih-chih, Ku K'ai-chic Lu T'an-wei and Tai Kuei (3-4)	Shen Yueh recognized music as a separate form 500 A.D. (3-4)	
4. Medieval 220-581 B.C.	Taoism reached its peak. 1-500 A.D. Bodhidharma founded outstanding school of Buddhist Meditation.		Period of Pagoda building. 1-500 A.D. Pottery-Yueh Chou Ware 500-1000 A.D. (4-5)		Pien Chao studied use of narcotics.

	RELIGION AND EDUCATION	RELIGION AND PHILOSOPHY	PAINTING SCULPTURE & ARCHITECTURE	MUSIC AND THEATER	SCIENCE AND TECHNOLOGY
5. Traditional China 581-1911 A.D.	Chu Hsi, great Neo-Confucianist 1000-1250. Empire-wide system of schools stressed memorization of Confucian Classics 1250-1400 Chang T'ing-Yu, editor of history of King Dynasty 1700-1750	Poetry made great advances 500-1000 A. D. Po-Chu-i, Li Po, two of the outstanding poets (8thC) 500-1000 AD Emperor Yung LO sponsored the writing of an Encyclopedia (11,095 volumes) 1400-1500 Wang, Yang-ming (philosophy based on intuitive knowledge) 1500-1550 Ky Yen-wu laid down principles of classical scholarship. 1650-1700 Tai Chen wrote stressing intelligence and individual worth. 1750-1800	Founding of wen-jen Sung Landscape. Tai Chin, foremost Ming Painter founded the Chekiang School 1400-1500 Tung Ch'i Ch'ang self-expression stressed 1600-1650 Kao-ch'i-P'ie, finger painter 1700-1750	During T'ang Dynasty music took great strides forward. The Drama formalized. 1250-1400 Zeami Motokiyo's work had an important influence on later puppet theater 1400-1500.	Ts'ai Lun produced paper. Printing methods developed. 500-1000AD Technological advances. Magnetic compass & gunpowder were applied to warfare. Compass 1000-1250 Mastery of abacus 1250-1400 Advances in alchemy 1400-1500 Li-Shih-chen, outstanding pharmaceutical discoveries 1550-1600 Chu-Tsai-Yu works on music and acoustics. 1600-1650
6. Modern Era 1911 -					Bomb 1964

Adapted from Martin, Michael Rheta, A Graphic Guide to World History. (New York: Henry Holt & Company., 1959)